

## *California Commission on Teacher Credentialing*

# **Teacher Supply in California 2002-2003**

## **A Report to the Legislature**

### **Executive Summary**

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Originally intended to provide data as outlined in Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis, the report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at [www.ctc.ca.gov](http://www.ctc.ca.gov).

This report frames information under seven questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are the Numbers of Emergency Permits and Waivers Declining?

*In fiscal year 2002-03 California saw a 27% decrease in the number of emergency teaching permits, and a 39% decrease in the number of credential waivers. The number of newly credentialed teachers dropped by 8% from the previous year.*

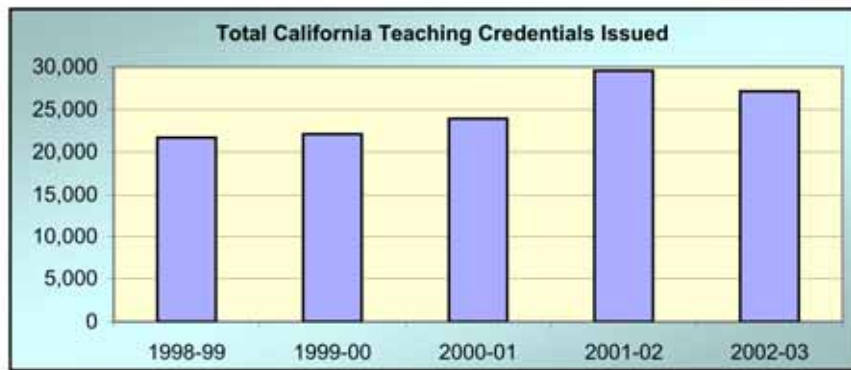
## How Many Teachers Are Credentialed Each Year in California?

Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of credentialed teachers in California decreased by 8% from fiscal year 2001-02 to 2002-03, from 29,536 to 27,136. Of these teachers, 42% had previously held an intern credential, a pre-intern certificate, or an emergency permit, and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1998-99 through 2002-03.

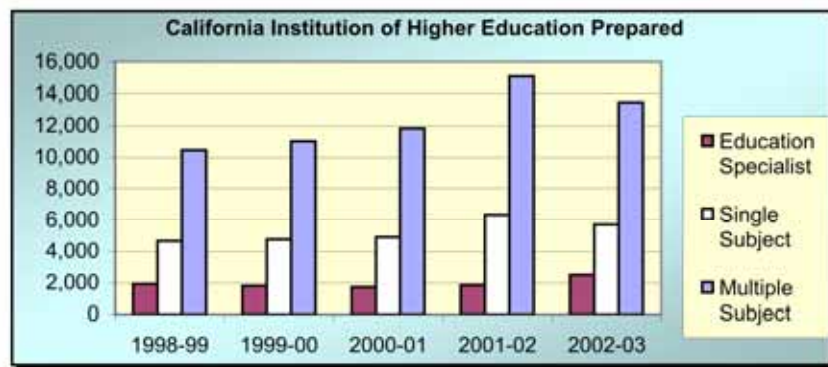
<u>Total California Teaching Credentials Issued</u>						<u>% Change over 01-02</u>
	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	
California IHE Prepared	16,993	17,555	18,397	23,225	21,649	-6.8%
District Prepared	508	703	805	682	631	-7.5%
Out-of-State Prepared	4,216	3,864	4,724	5,629	4,856	-13.7%
<b>Totals</b>	<b>21,717</b>	<b>22,122</b>	<b>23,926</b>	<b>29,536</b>	<b>27,136</b>	<b>-8.1%</b>



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs, and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist Credentials authorize service in special day classes and in resource programs for students with special needs.

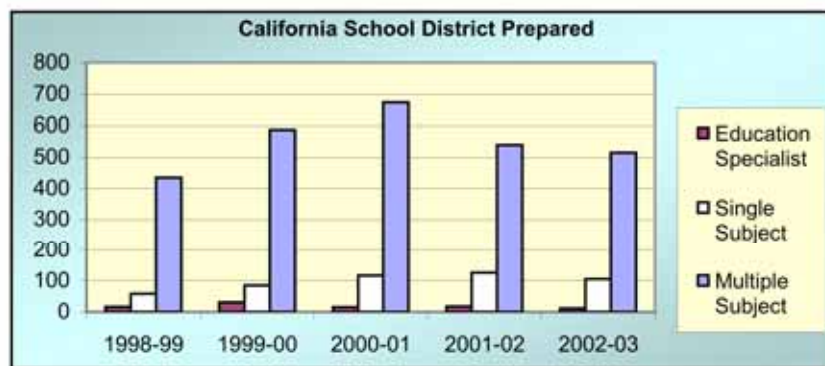
#### California IHE Prepared

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
<b>Multiple Subject</b>	10,444	11,013	11,813	15,080	13,468	-10.7%
<b>Single Subject</b>	4,650	4,748	4,886	6,313	5,701	-9.7%
<b>Education Specialist</b>	1,899	1,794	1,698	1,832	2,480	35.4%
<b>Total</b>	<b>16,993</b>	<b>17,555</b>	<b>18,397</b>	<b>23,225</b>	<b>21,649</b>	<b>-6.8%</b>



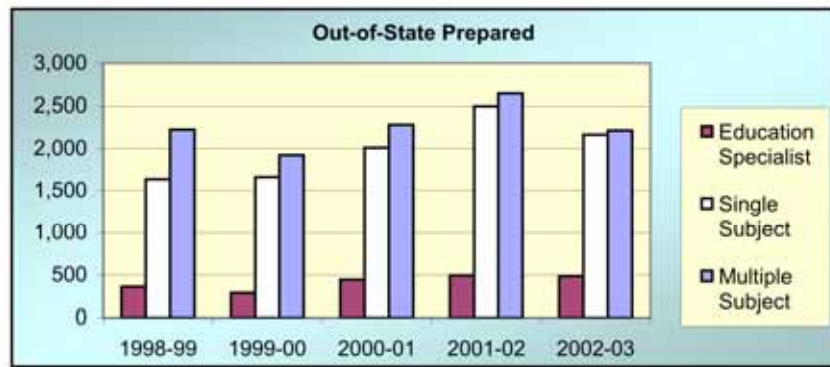
#### District Prepared

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
<b>Multiple Subject</b>	434	587	673	539	514	-4.6%
<b>Single Subject</b>	58	85	117	126	106	-15.9%
<b>Education Specialist</b>	16	31	15	17	11	-35.3%
<b>Total</b>	<b>508</b>	<b>703</b>	<b>805</b>	<b>682</b>	<b>631</b>	<b>-7.5%</b>



### Out-of-State Prepared

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
Multiple Subject	2,223	1,918	2,277	2,640	2,210	-16.3%
Single Subject	1,634	1,658	2,006	2,497	2,161	-13.5%
Education Specialist	359	288	441	492	485	-1.4%
<b>Totals</b>	<b>4,216</b>	<b>3,864</b>	<b>4,724</b>	<b>5,629</b>	<b>4,856</b>	<b>-13.7%</b>



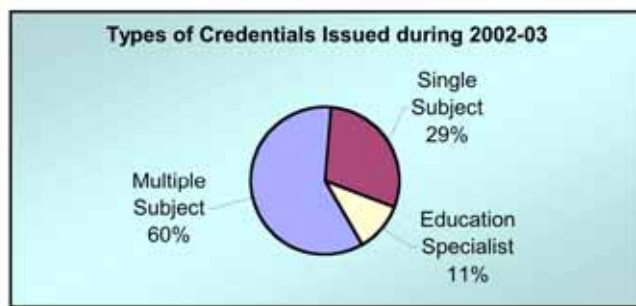
## What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California's K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist Credentials authorize service in special day classes and in resource programs for students with special needs.

As shown in the chart below, Multiple Subject Teaching Credentials comprise 60% of the total number of credentials issued in 2002-03 at 16,192. Single Subject Teaching Credentials comprise 29% at 7,968 and Education Specialist Teaching Credentials comprise 11% of the total at 2,976.

### Types of Credentials Issued During 2002-03

	<u>2002-03</u>
Multiple Subject	16,192
Single Subject	7,968
Education Specialist	2,976
<b>Total</b>	<b>27,136</b>



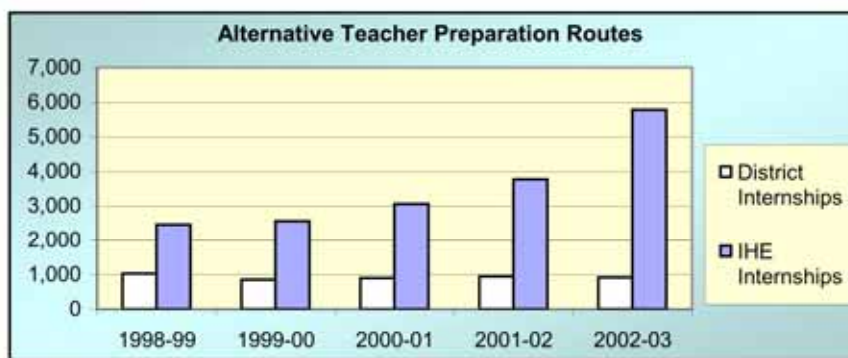
## Are Alternative Routes Growing?

California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1998-99 through 2002-03 showed steady increases in the IHE internship programs with an enrollment of 5,779 in 2002-03. District internship programs showed little variation over the same period, with an enrollment of 915 in 2002-03.

<u>Alternative Teacher Preparation Routes</u>						
	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
<b>IHE Internships</b>	2,458	2,557	3,056	3,769	5,779	53.3%
<b>District Internships</b>	1,030	855	897	944	915	-3.1%
<b>Totals</b>	<b>3,488</b>	<b>3,412</b>	<b>3,953</b>	<b>4,713</b>	<b>6,694</b>	<b>42.0%</b>



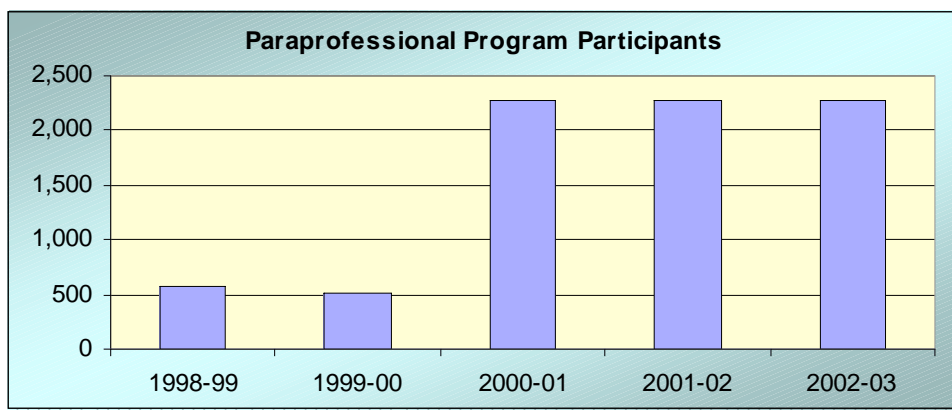
## Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The Paraprofessional Teacher Training Program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. The Pre-Intern Program provides funds for school districts to support teachers who would otherwise serve on emergency permits. The program offers training in basic classroom skills such as classroom management and organization, provides mentoring and helps the participants meet credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

Analysis of the participation in both programs can help forecast future credential numbers. Participation in the Paraprofessional Teacher Training Program remained unchanged at 2,266 participants in 2002-03. The Pre-Intern Program showed a 7% decrease in certificates issued from 2001-02 to 2002-03 from 9,841 to 9,152.

### Paraprofessional Program Participants

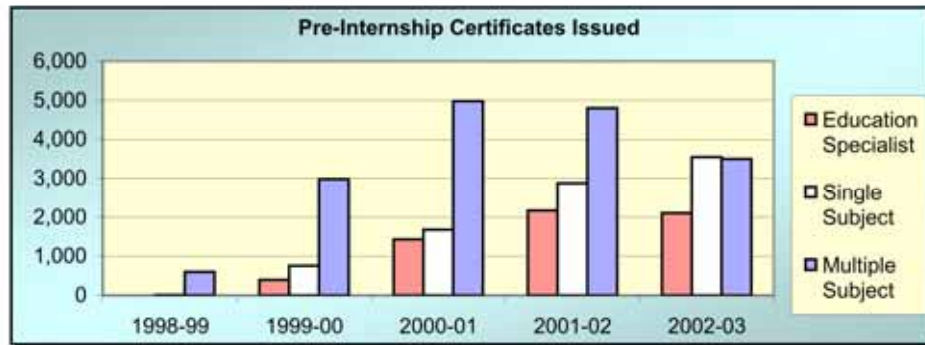
<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change</u>
580	522	2,268	2,266	2,266	0.0%





### Pre-Internship Certificates Issued

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
Multiple Subject	597	2,987	4,981	4,799	3,500	-27.1%
Single Subject	12	760	1,677	2,875	3,550	23.5%
Education Specialist	0	395	1,434	2,167	2,102	-3.0%
<b>Totals</b>	<b>609</b>	<b>4,142</b>	<b>8,092</b>	<b>9,841</b>	<b>9,152</b>	<b>-7.0%</b>

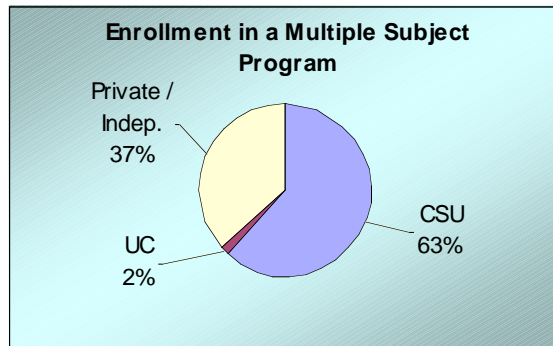


Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2001-02.

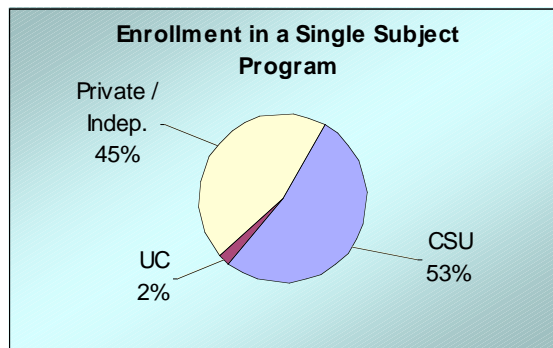
The charts on the next page show enrollment data for Multiple Subject Teaching Credential Programs, Single Subject Teaching Credential Programs and Education Specialist Teaching Credential Programs. The charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC) and Private/Independent Universities. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 43,550 candidates enrolled in programs for Multiple Subject Teaching Credentials, 20,698 candidates enrolled in programs for Single Subject Teaching Credentials, and 11,842 candidates enrolled in programs for Education Specialist Teaching Credentials during fiscal year 2001-02.

**Multiple Subject**

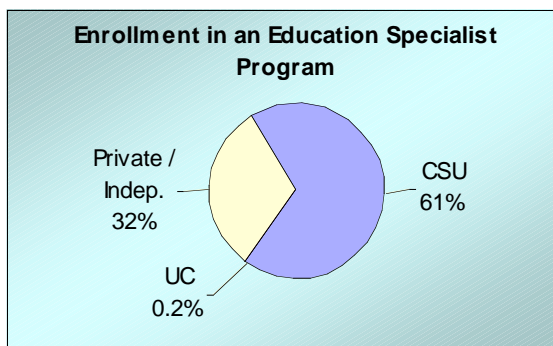
CSU	26,830
UC	739
Private / Indep.	15,981
<b>Total</b>	<b>43,550</b>

**Single Subject**

CSU	10,925
UC	450
Private / Indep.	9,323
<b>Total</b>	<b>20,698</b>

**Education Specialist**

CSU	8,045
UC	24
Private / Indep.	3,773
<b>Total</b>	<b>11,842</b>



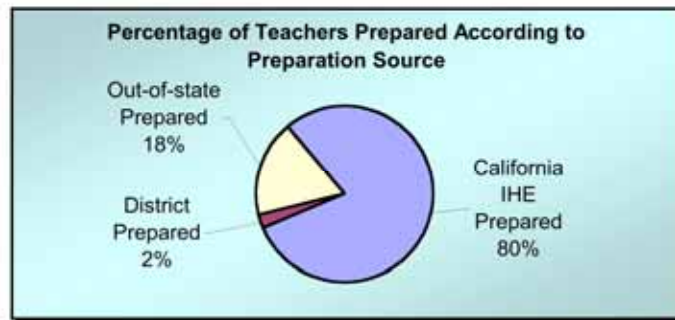


## Who Prepares California's Teachers?

California Universities prepared 80% of the teachers in California in fiscal year 2002-03. Teachers prepared in other states who later became credentialed in California comprised 18% of newly credentialed California teachers. The remaining 2% of newly credentialed teachers were prepared through school district internship programs.

**Percentage of Teachers Prepared According to Preparation Source**  
**Fiscal Year 2002-03**

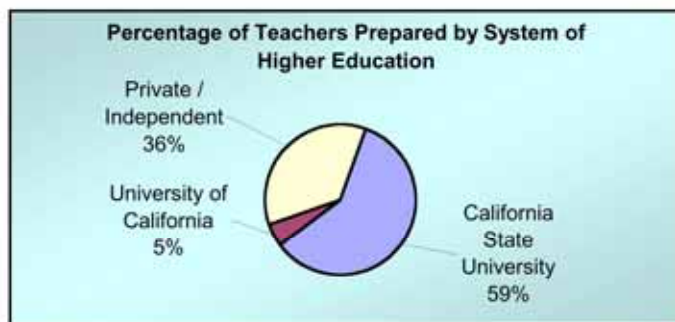
<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	13,468	5,701	2,480	21,649
District Prepared	514	106	11	631
Out-of-state Prepared	2,210	2,161	485	4,856



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU's prepared 59% of the new teachers in the fiscal year 2002-03. Private/Independent Universities prepared 36%, and UC programs prepared 5% of the new teachers.

**Percentage of Teachers Prepared by System of Higher Education**  
**Fiscal Year 2002-03**

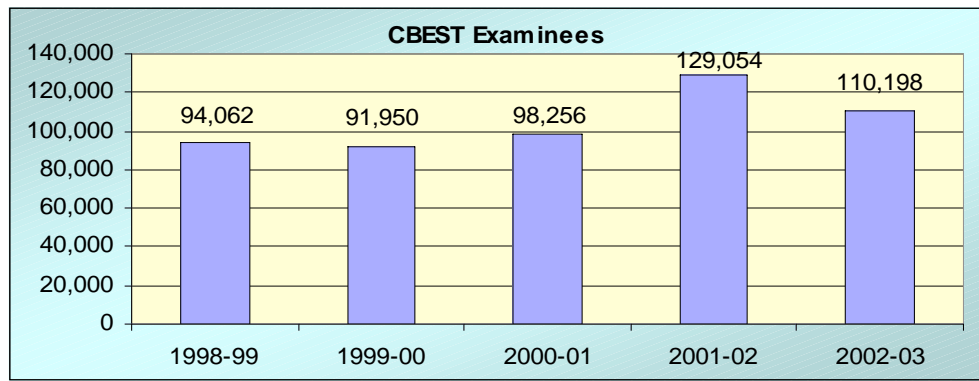
California State University	12,798	59%
University of California	1,069	5%
Private / Independent	7,782	36%
<b>Total</b>	<b>21,649</b>	<b>100%</b>



## Are More People Considering a Teaching Career?

One indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. There were 110,198 CBEST examinees during fiscal year 2002-03. While this is a decrease of 14.6% over the previous year, it still marked the second consecutive year of over 100,000 examinees. All examinee numbers include repeat test takers.

<b><u>CBEST Examinees</u></b>					
<b><u>1998-99</u></b>	<b><u>1999-00</u></b>	<b><u>2000-01</u></b>	<b><u>2001-02</u></b>	<b><u>2002-03</u></b>	<b><u>% Change over 01-02</u></b>
94,062	91,950	98,256	129,054	110,198	-14.6%

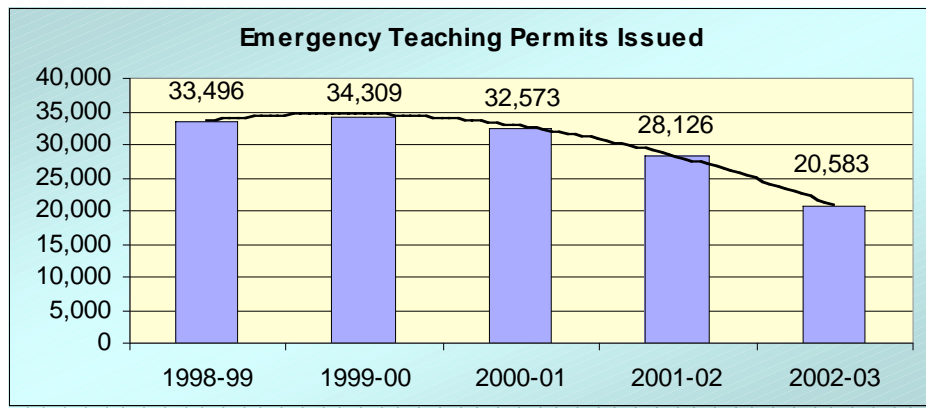


## Are the Numbers of Emergency Permits and Waivers Declining?

For the third consecutive year, both emergency permits and credential waivers have decreased from the previous fiscal year. The number of emergency teaching permits (Multiple Subject, Single Subject, and Special Education) decreased by 27% -- from 28,126 in 2001-02 to 20,583 in 2002-03. Additionally, the number of credential waivers decreased by 39% -- from 1,778 in 2001-02 to 1,080 in 2002-03. Since fiscal year 1999-00, California has seen a 40% decrease in the number of emergency teaching permits issued, and a 60% decrease in the number of credential waivers issued. Taking into account an increase in the number of certificated teaching staff in California's schools and the decrease in the number of emergency permits, the percentage of teachers on emergency permits has decreased from 9.4% in 2001-02 to 6.8% in 2002-03. Credential waivers decreased from .6% of the total certificated teaching staff in 2001-02 to .4% in 2002-03.

### Emergency Teaching Permits

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
33,496	34,309	32,573	28,126	20,583	<b>-26.8%</b>



### Teaching Waivers

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>% Change over 01-02</u>
3,377	2,724	2,265	1,778	1,080	<b>-39.3%</b>

